

Fifty Cents the Year--Nine Numbers

The Forestonian

Vol. 1 Mount Vernon, Wash. No. 6

A PRAYER

BY MARIAN HEYWOOD

Father, when on temptations gilded brink,
We falter ere we choose which path 'twill be,
O guide us, lest we separate the link
That spans the gulf and binds our hearts to thee.

For we are weak; we need thy love and care,
Our every deed is wrought in guilt and sin,
Send thy sweet messenger of peace fore'er
To dwell with us, and make us pure within.



APRIL 1913

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The Forestonian

Vol. 1

APRIL, 1913

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CONTEMPLATION

BY RUTH I. LA PORTE '14

When so oft one sits and ponders,
Thots take forms which fill our mind;
Sometimes with delightful wonders,
But again sad mem'ries are entwined.

O! sweet hour of meditation,
Every soul at sometime doth desire.
Hand in hand with contemplation
There the soul it doth inspire.

'Tis in this tranquil position,
We aspire to higer things.
Here it is in hushed contrition
Each new determination springs.

Here we meet our greatest struggles,
And decide which way to turn.
Then we conquer that which puzzles,
And baffle with grave life so stern.



Character building is like a young eagle learning to fly, continually falling back on the experiences of others.

Lester Steck

EDUCATION

A SYMPOSIUM

SCHOOLS OF THE PROPHETS

THE Lord's care for his people has never been restricted solely to their spiritual interests, but has pertained to their moral and physical development as well.

In looking back over the history of God's people we find that during the time of Samuel's leadership of Israel, schools were established where those who desired to fit themselves for a successful career might receive instruction at the feet of the Great Teacher.

Samuel, himself, established two such schools, one of which was at Ramah, his home town, and the other at Karjathjearim, where the ark was then kept, and at each place he gathered together a company of talented, energetic students. Nor was Samuel's teaching restricted to religion only. He well realized the need of "the harmonious development of the physical, mental and spiritual powers," and instructed his pupils in subjects that ranged from the humble tillage of the soil to the highest moral and spiritual development. Not only were the students thus made familiar with the various trades and industries, but an opportunity was thus afforded whereby many were permitted to work their way thru school who otherwise would have been debarred.

It was these schools with many others established later that became known as the "Schools of the Prophets,"

and it was out of these institutions that arose some of the great leaders of Israel. As these institutions gradually proved their motives to be right by the splendid material which they turned out, the number of students increased and of necessity caused an increase in the number of schools, until we find these institutions scattered thruout all Israel. Thus it was made possible, by this God-given educational system, for the Israelites to become leaders along industrial and educational lines, as well as to be spiritual leaders.

E. F. D.



WHAT THEY TAUGHT

BY ANNA GIDDINGS '13

IN the schools established by the Israelites we find the students developing equally their physical, mental and spiritual powers.

Every student, regardless of what his life work would be, learned a trade. To have children grow up without a practical education was considered a sin. A portion of each day was devoted to manual labor; thus the students and many of the teachers supported themselves.

Much of the teaching was oral work, but the youth learned to read the Hebrew writings and Old Testament Scriptures.

Among the Jews were books of history by their

prophets and seers. There were the "Book of Wars," Numbers 21: 14; the book of Jasher, Joshua 10: 13; and others telling of the acts of some of their kings, 1 Kings 11: 41; 2 Chronicles 12: 15; 20: 34. These are no doubt some of the books that were used in the study of sacred history. All thru this study was traced the work of Jehovah.

Music was also studied and the Levites must have been well instructed in this, for they were the singers of Israel. In speaking of them 1 Chronicles 23: 5 reads: "Four thousand praised the Lord with instruments which I made," said David, "To praise therewith." In 1 Chronicles 25: 8, it tells of two hundred and twenty-eight being instructed in the songs of the Lord. Heman, the king's seer and, "Chenaniah chief of the Levites; who instructed about the song because he was skillful," were teachers during the time of David.

The other studies were poetry, law of God, instruction given to Moses, and their spiritual education. "Not only were the students taught the duty of prayer, but they were taught how to pray, how to approach their Creator, how to exercise faith in Him, and how to understand and obey the teaching of His Spirit. Satisfied intellect brought forth from the treasure house of God, things new and old."

WHY WE HAVE SCHOOLS

BY MARIE YOUNG

WHY are you people so particular about the education of your children? Can't they learn enough in the public schools? These and like questions frequently beset one of the Adventist faith, and all things considered, there is small wonder.

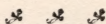
To those who look upon a denomination of only about ninety thousand members---and not the wealthy citizens of our age at that---it must seem an idle waste of means to spend annually sums of money, amounting to nearly one hundred fifteen thousand dollars, to support an educational system seemingly far inferior to that which is open to most of the students now attending denominational schools and at far less cost. For example; here is a poor man paying a faithful tax to increase the public school fund, then in addition a much larger sum for the privilege of sending his child to some small, poorly lighted, poorly heated building far less grand than that roomy one whose doors were open to the child without the extra expense.

Let us search out the reasons for this. There are many, tho only a few may be stated in this small space. To begin with, we can see that it is not to give the children better equipped class rooms and more experienced teachers, but if we understand education to mean "development mentally, physically, and spiritually" we have a clue to the chief cause.

In the public school the child cannot obtain this spiritual growth for, "The Bible cannot consistently be taught in a state institution"---because many teachers pay no attention to it, while others disbelieve it entirely. This reason alone would be sufficient for any denomination to operate schools of its own.

Then too it is well known to any observer that the public school system from the kindergarten to the college course is one continual battle which breaks down the student's faith in the Bible and especially the Bible story of creation.

In our schools this is not so. Christian teachers are employed to instruct the students in a kindly, Christian way. Text books devoid of infidel principles are used as far as possible, the Bible is taught systematically and, "The students are not trained for self, but for God; not for time, but for eternity."



WHAT SHOULD BE TAUGHT IN OUR SCHOOLS

BY LULU PCUND '09

"STUDY to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth," is the great object of our education.

But what must we study? We must study for the highest development of every power of our being. Study not only scientific facts, but above all this, we should

never loose sight of the great Teacher, Master, and Author of all science.

There is much danger in studying science as it is generally taught in the schools of to-day. Evolution and kindred errors are making the study of science, which should impart a knowledge of God, lead to infidelity.

The Bible says "In all thy ways acknowledge him and he shall direct thy path." Science is but the book of nature, and this studied in connection with the written Word, forms a branch of true knowledge which no amount of reasoning can overthrow.

The study of Physiology as a branch of science should be highly esteemed, since both mental and spiritual vigor depends upon physical strength and activity.

Music is a valuable aid in character building, and this art of all arts should have a place in our schools. Music and drawing should never be left out of Christian training.

We teach literature but not to entertain nor hold before the pupil the possibilities of literary fame, but to stimulate his relish and power for Christian living and increase his efficiency for Christian work on the earth.

What is good in English literature is largely traceable to its everflowing well of living water,---The Bible. Since men as Shakespeare, Milton, Addison, and Coleridge, received from the Bible the inspiration for their best writings, so in studying the best, we study the Bible.

History in the light of prophecy is a very essential

study, in showing us where we are today in the passing of the ages, and what to expect in time to come.

The American inclination for novelty should not be carried out in our schools, but only those things be taught which will count for time and eternity.



THE FIRE

BY MARIAN HEYWOOD '14

ALTHO some time has elapsed since the Academy suffered by fire, the loss of its store and furnace building, yet it might be interesting to those who do not live near the school, to hear the details.

At three o'clock on the morning of March third, two students who were rooming in the faculty office above the furnace room were aroused by the heat, and the smoke pouring into their room. It was unnecessary to make investigations, for the flames were already leaping out of one corner of the building in which they were lodged. The preceptor was the first to whom the alarm was given, but in a very few minutes the whole school--- awake to the situation--- were endeavoring to do all in their power to extinguish the flames. The neighbors who had been informed by phone that the store was burning, hastened to the school to render all possible assistance. The Academy had no fire equipment of any description and the work of extinguishing the flame was necessarily handicapped. Water was carried in pails and thrown on the flames until it appeared as if the fire

was being put out. However the whole inside of the building was a mass of flames which suddenly burst thru the doors and windows, with uncontrollable fury.

It was useless to attempt anything more with the burning building and attention was turned to West Hall and the tank house. The heat was growing more intense with every moment, and little hope seemed left for the remaining buildings, still a frantic effort was being made.

During this time the inmates of the Young Ladies' Dormitory, realizing the danger of East Hall, had carried to a place of safety almost everything they wished saved. Trunks were slid down stairs and rolls of quilts dropped from the windows. But the Boys' Dormitory was in the most immediate danger, as the other dormitory was somewhat protected by the tank house. From a hole cut in the roof, water was poured over the shingles to keep them from catching afire, and was constantly being dashed against the steaming boards on the side of the dormitory.

Day break came at last, finding a dejected appearing place in which to carry on school work. Kitchen supplies were all burned up; the clothes in the dry room, with the exception of two tubs-full, which were rescued under difficulty, lay in ashes.

Very little was taken from the students' room or the store, hence the building and its contents were practically a loss to the school. Later it was found, however,

Continued on page 11

THE FORESTONIAN

Issued Monthly by the Students of Forest Home Academy

Claud Degering '13 - Editor-in-Chief

Aaron Larson '13 - Literary Editor

Arthur Hollenbeck, '13 News Editor

Ed. Degering '13 Circulation Mgr. Lyle Wilcox '13 Manager

Entered as second-class matter December 10, 1912, at the post office at Mount Vernon, Wash., under the Act of March 3, 1879.

At last we see signs which presage the realization of the hope of every loyal Forestonian---a new school building. Construction work is now a reality, and we anxiously await the time when the building will be ready for occupancy. It will indeed be a pleasure to carry on school work in a regular class room, instead of in an attic where we are under the painful necessity of using the ceiling for a black-board. However we are not complaining about our present facilities, but humanity as a rule desires the "something better."

The fire was a severe blow to the Academy from a financial point, but we should remember that few, if any, are the misfortunes which come to us that do not offer some lesson which we may profitably learn.

Owing to a demand for advertizing space and an over-supply of manuscript we are obliged to somewhat alter the make-up of the paper this month. But the reason for the change speaks well for THE FORESTONIAN, so the Editor does not feel obliged to make any apologies.

Concluded from page 9

that the furnace was but little damaged, and after a few repairs were made, it was put into service again.

The matter of insurance was a bitter disappointment to the school. A misunderstanding had occurred between the Insurance Company and the person to whom the business of insuring the building had been entrusted. As a result no insurance whatever was obtained for the building itself but articles that had been taken from either Home to the store building were liberally insured by the company. The total amount collected was \$87.50.

At a board meeting held in Tacoma the brethren in this conference decided upon a definite course of action for the benefit of Forest Home. A special collection was to be taken up in every church in the conference to replace the store and roof over the heating plant and laundry.

At the present time the store stands complete; is restocked, and is already transacting business, while the roof over the heating plant has been finished for some time.

It was also voted at the Tacoma board meeting that all surplus funds donated for the heating plant and store should go to help build the new chapel, the foundation of which is already laid.

We are disposed to feel that Heaven's most precious blessings are sometimes hidden in what seem our greatest misfortunes.

BIOGRAPHY OF MRS. S. L. FROST

MRS. S. L. FROST was born in Birmingham, Alabama. Her father, Charles Knokey, was of German ancestry, which fact Mrs. Frost acknowledges with considerable pride.

When little Ella was but five years old, her parents came out west and settled in Hoquiam, Washington. Here she attended public school completing the first eight grades at the age of fourteen.

Early in life, Miss Knokey evinced a decided inclination toward the study of music and the facility which she possessed of divulging her knowledge of music to others prompted her to enter on a musical career. When she was only twelve years of age she had mastered the rudiments of this art and she delighted to teach her brothers and sisters what she had learned.

After spending two years at Meadow Glade Academy where she finished the tenth grade, Miss Knokey went to Walla Walla College. She stayed here two years, the first year acting as a student-teacher and the second one as a regular music teacher.

In the summer of 1910, Miss Knokey was married to Professor S. L. Frost, and when he went to Ames Academy to assume the principalship of that institution, Mrs. Frost accompanied him as music teacher.

When Professor and Mrs. Frost subsequently came to Forest Home, Mrs. Frost became music teacher here and is now busy educating the musical abilities of Forest Home students.

A. H. L.

NEWS NOTES

Brother F. W. Peterson, the Union Conference Auditor, spent several days recently at Forest Home auditing the Academy books.

At last work has been started on the new chapel and school building, for which we and many others have worked so hard. The foundation has been completed and work has been started on the frame. The new building will be 56 x 42 and two stories high. It will contain four school and recitation rooms besides a laboratory on the first floor. The second floor will be for church use.

Brother H. A. Green, the Western Washington Conference Secretary, has been a visitor at Forest Home on several occasions recently. On his last visit he purchased a car load of lumber at the Big Lake Saw Mill which will be used in building the conference office and other buildings at Auburn, Washington.

The Academy laundry will soon be in operation again and will be much better fitted out than before the fire. A new rotary washing machine has been purchased which will greatly lighten the laundry work.

A students' music recital was given in East Hall on Sunday evening, March 16. The program was well prepared and greatly enjoyed by the friends and neighbors present.

A new rustic fence has been built around the principal's cottage which adds much to the appearance of the place.

Saturday evening, March 1st, Professor S. L. Frost gave a stereopticon lecture on the subject of science, in the Academy Chapel, which proved very entertaining as well as instructive to those present.

No longer do we have to strain our ears to hear the school bell. For some time the need of a good bell has been realized, consequently the students set to work to raise enough money for a good bell. We are beginning to wonder how we got along with the old one.

Recently Professor D. D. Rees and Professor S. L. Frost invited all the friends and neighbors of the Academy to take part in an old fashioned log-rolling. On the day appointed a large number were in the field early and soon stumps and logs were moving in every direction. At one o'clock a big dinner was served in the Academy dining room. In the afternoon more people were in the field and by night most of the logs and stumps were in piles ready to burn.

Sunday evening, April 6, was an evening long to be remembered by the teachers, students and friends of the Academy. The evening was spent in marching on the first floor of the new building.

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